DOCUMENT RESUME

ED 346 328 CE 061 422

TITLE	Literacy in the Region: Strategies for the 90s. UNESCO-Sponsored Regional Conference (Kingston, Jamaica, December 2-7, 1990). Final Report and Draft Plan of Action.
INSTITUTION	Jamaican Movement for the Advancement of Literacy, Kingston.
SPONS AGENCY	United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE	Dec 90
NOTE	33p.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; *Developing Nations; Educational Needs; *Educational Objectives; Educational Planning; *Educational Policy; Elementary Secondary Education; Foreign Countries; Government Role; *Literacy Education; *Policy Formation; *Program Development
IDENTIFIERS	*Caribbean

ABSTRACT

A Unesco-sponsored conference on literacy was convened to establish a working definition for functional literacy relevant to the Caribbean; to develop strategies aimed at eradicating illiteracy by the year 2000 or achieving a substantial reduction in illiteracy; to assess skills for the production of materials for adult literacy; to develop strategies for linking literacy efforts with the attainment of skills; and to develop a draft plan for the International Decade of Literacy. A total of 53 persons from 10 Caribbean countries participated. The opening address was given by Burchell Whiteman, who noted that the challenge was not only to devise strategies for adult literacy, but also to ensure that basic education becomes a reality for all children by the end of this century. The 14 formal sessions of the conference included a brief review of literacy in the region, technical presentations, workshop sessions, a roundtable discussion on literacy in the workplace, and an address by Jamaica's Minister of Education, Carlyle Dunkley, on "Education for All--Implications for Caribbean Community (CARICOM) Countries." The draft action plan devised at the conference included a mission statement; a definition of functional literacy; and the recognition of needs in the areas of research, public awareness planning, organizational structure, training, infrastructure, budget considerations, motivation and recruitment, mobilization of interests, situational analysis, and evaluation. (The text of a resolution passed at the convention and a list of participants are appended.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED346328

UNESCO -SPONSORED REGIONAL CONFERENCE

on

"Literacy in the Region: Strategies for the 90s'"

held in Kingston, Jamaica
December 2 - 7, 1990

Final Report and Draft Plan of Action

Organised by

The Jamaican Movement

For The Advancement of Literacy (JAMAL)

CE 061422

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Unesco
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

UNESCO-SPONSORED REGIONAL CONFERENCE

ON

"LITERACY IN THE REGION : STRATEGIES FOR THE '90s"

FINAL REPORT

TABLE OF CONTENTS

	PAGE
Background	1
Objectives	2
Host Organization	3
Participants	3
The Opening Ceremony	3 - 5
The Conference	5
Review of Literacy in the Region	5
Technical Presentations	6
Round Table Discussion on "Literacy at the Workplace"	6
Working Groups	7
Address by Jamaica's Minister of Education	7 - 8
Other Activities	8
Outcomes	9 - 10
Evaluation	10
Draft Plan of Action	
Resolution	Appendix I
List of Participants	" II

BACKGROUND

The UNESCO-sponsored Regional Conference, Literacy in the Region : Strategies for the '90's, held in Kingston, Jamaica, December 2 - 7, 1990 was a major feature among the activities scheduled for International Literacy Year in the Caribbean. It followed eleven months of co-ordinated efforts to focus public attention, human energies and all available resources on the objective proposed by the United Nations of achieving "Literacy for All by the Year 2000."

Throughout the Caribbean these efforts included wide-ranging motivational, educational and promotional programmes, as well as a variety of projects of direct benefit to the status of literacy in the individual countries.

The regional approach undertaken at the Conference, particularly regarding the maximizing of existing and potential resources, is extremely significant. Caribbean nations share many historical, cultural, political and economic similarities, including educational and other basic services which have been severely affected by the global economic policies of the 1980s. Regional efforts to exploit these similarities have only recently begun to move towards the generation of positive results, due to constraints such as long geographical distances, expensive inter-regional travel, political factors and, in some cases, language barriers.

The Draft Plan of Action for the International Decade of Literacy which has been produced by this Conference will therefore have wide benefits, not only in the field of literacy but for future co-operation within the region in many other areas.

OBJECTIVES

The specific objectives of the Conference were:

- to establish a working definition for functional literacy relevant to the Caribbean;

- to develop strategies aimed at eradicating illiteracy, if possible, by the year 2000, or alternatively, at achieving a substantial reduction in its incidence in the region;

- to review and assess skills and techniques for the production of materials for the adult literacy movement;

- to develop strategies for linking literacy efforts with the attainment of skills, and

- to develop a Draft Plan of Action for the International Decade of Literacy, for which International Literacy Year has served as a "Launching pad."

HOST ORGANIZATION

The Jamaican Movement for the Advancement of Literacy (JAMAL) hosted the Conference, which was organized by the ILY Committee of Jamaica, of which JAMAL served as lead agency. JAMAL's Chairman Mr. Lascelles Lewis served as Conference Chairman, and the organization's Executive Director Miss Leila Thomas, as Conference Secretary.

PARTICIPANTS

There were fifty-three (53) participants from ten (10) Caribbean countries: Antigua, Barbados, Curacao, Dominica, Guyana, Haiti, Jamaica, St. Lucia, St. Vincent, and Trinidad and Tobago. Thirty-nine (39) were from Jamaica and fourteen (14) from overseas. National organizations represented included Ministries of Education; adult education or literacy agencies; a statutory skills training body; International Literacy Year Committees and two (2) National Commissions for UNESCO. The Caribbean Regional Council on Adult Education (CARCAE) and UNESCO's office in Jamaica were also represented.

(A full list of participants is appended - see Appendix I)

THE OPENING CEREMONY

The official opening ceremony was held on the eve of the Conference, Sunday, December 2. JAMAL's Chairman, Mr. Lascelles Lewis, welcomed the participants and guests. Chairman of the function was Mr. Simon Clarke, Education Adviser for the Caribbean and UNESCO Representative. Greetings were extended from UNESCO, the Caribbean Regional Council for Adult Education (CARCAE) the Council for Adult Education and the Jamaica Teachers Association.

The Hon. Burchell Whiteman, M.P., Minister of State in the Ministry of Education and Chairman of the Jamaica National Commission for UNESCO, officially opened the Conference. Dr. Neville Ying, Chairman of the Programme Committee of Jamaica's ILY Committee, moved the vote of thanks.

In his address, Minister Whiteman noted that the challenge was not only to devise strategies for adult literacy, but also to ensure that basic education became a reality for all children by the end of this century. He pointed out that Caribbean countries faced more problems in the completion of basic education than in the area of access to such learning.

He urged delegates to pay particular attention to the relationships between literacy and the workplace, and literacy and the community. Noting the high cost of an illiterate workforce, Mr. Whiteman stressed the urgent need for countries in the region to attain a comparative advantage in the world marketplace. This would only be possible, he said, if technological advances were taken into account, if workers could respond to changes, and were capable of being trained and re-trained. Literacy Task Analysis Techinques would have to be used, he said, to ensure that literacy programmes were designed to be relevant to national production needs, and the input of industrial and commercial leaders would be crucial.

The Minister encouraged Conference delegates to harness the

potential collective power of communities to sensitize their members to the need for a literate, alert and responsive community. He made reference to the example which had been set by Brazil, used as a guide during the formative days of JAMAL (the early 1970's), which had linked adult education with community building and the provision of social services for self development.

The Minister also dealt with the need for creative publication projects to prevent lapsed literacy; the need for political will to access adequate financial resources for adult education programmes, and the importance of planning cost effective measures.

THE CONFERENCE

The fourteen (14) formal sessions, included a brief review of literacy in the region, technical presentations, workshop sessions, a Round Table Discussion on "Literacy at the Workplace" and an address by Jamaica's Minister of Education the Hon. Carlyle Dunkley, M.P. Minister Dunkley's topic was "Education For All -- Implications for CARICOM Countries."

Lively discussion followed each review and presentation.

Review of Literacy in the Region

The reviews presented on the status of literacy in the countries represented, revealed a widespread lack of scientific data on the incidence of illiteracy. However, they featured valuable assessments of both historical and contemporary causes, summarized programmes in prevention, remediation and integrated social services, and included a review of ILY projects and their achievements to date.

Technical Presentations

These focussed on the following topics:-

Planning a Literacy Programme

Methodology and Techniques

Development and Production of Materials for Adult Learners

Training of Facilitators of Adult Literacy

Linking Literacy with Occupational Training Skills

Libraries and Literacy

Evaluation of Literacy Programmes

Round Table Discussion on "Literacy at the Workplace"

The Panel comprised three top level Jamaican administrators (two from the private sector and one from a statutory organization), a Literacy Officer from Dominica, Jamaica's Ambassador to UNESCO, and the Secretary-General of Antigua's National Commission for UNESCO. The three administrators had strong links with Jamaica's national literacy programme.

Discusisons focussed on literacy needs at the workplace and associated problems, and went on to deal with existing and possible solutions, touching on effective marketing of the importance of literacy and drawing on numerous positive examples. Audience participation was enthusiastic.

Working Groups

Eight working groups addressed the following issues:-

Group A	-	Strategies
" B	-	Methodology and Techniques
" C	-	Development and Production of Materials for Adult Learners
" D	-	Training of Facilitators of Adult Literacy Programmes
" E	-	Linking of Literacy and Vocational Skills Training
Groups F, G, & H	-	Preparation of Draft Plan of Action

The results are presented in the section on "OUTCOMES."

Address by Jamaica's Minister of Education

Education Minister, the Hon. Carlyle Dunkley noted the significant contribution which JAMAL was making to continuing education in the non-formal sector, before addressing the topic of "Education for All - Implications for CARICOM Countries."

The Minister placed the concept of Education For All in the context of recent international and regional developments such as progress achieved at the March 1990 World Conference in Thailand and the subsequent 11th Commonwealth Conference of Ministers of Educaton in Barbados.

He dealt with issues such as definitions of minimum essential knowledge for an individual to function effectively in his or her society; the need to keep such definitions current; provision of learning opportunities for adults, and major challenges in the formal education system in the region.

Provision of scientific and technological education; in-service teacher education; management of the education system; effective use of available resources and sources of additional funding for basic education, were also brought into focus.

The Jamaican experience was used as a case study, with particualr reference to the reverses suffered throughout the developing world during the 1980s, the crisis in confidence in the education system and national budgetary allocation to the sector.

Other Activities

The fourth full day of the Conference featured a field trip to educational institutions in the rural parish of Portland. Delegates toured the Port Antonio Primary School, the JAMAL Adult Education Centre at Folly, and the Portland Parish Library.

The group also visited the Crystal Springs botanical gardens and cultural centre, before returning to Kingston to attend the banquet which was the final event in Jamaica's programme for International Literacy Year.

The following day, the conference closed with the presentation, discussion and adoption of the Draft Plan of Action.

OUTCOMES

The Draft Plan of Action produced by the Conference included the adoption of the ILY Mandate of "Literacy for All by the Year 2000" and the following Mission Statement:-

> "To arrive at a common definition of "Functional Literacy" and utilize all available resources to ensure that "Literacy for all persons in the Region is achieved by the Year 2000", as proposed by the United Nations."

The Draft Definition of Literacy produced read:-

> "The ability to read and write and compute at a level at which the individual should be able to function effectively in his/her environment and meet his/her personal and societal needs, which is reflected at a minimum of Grade Four in the formal system."

Special mention was made of the critical need for scientifically administered assessment surveys to establish the size and nature of the illiteracy problem in the region, and the resources immediately available to provide solutions.

The Plan included specific proposals regarding: the establishment of a Regional Literacy Board, public awareness; research at regional and national levels and evaluation; training; infrastructure for national plans and the establishment of a regional data bank and skills bank; methodology; content; finance and the mobilization of interests.

It was resolved that regional meetings should be held annually for review and evaluation of progress; that maximum use should be made of available resources by inter-change of personnel, training facilities and support materials, and that JAMAL should be mandated to research and implement the proposed skills bank. (See appendix V for formal Resolution.)

The full text of the Draft Plan of Action is presented in Appendix IV.

EVALUATION

Written evaluations by delegates concurred that the Conference had achieved its major objectives, that it had been a good Conference of great benefit to the participants. It was agreed that the exposure it had offered in itself had served as a stepping stone to greater achievements in the field of literacy.

UNESCO-SPONSORED REGIONAL CONFERENCE

ON

"LITERACY IN THE REGION : STRATEGIES FOR THE '90s"

DRAFT PLAN OF ACTION

INTRODUCTION

The context in which a Regional Plan of Action geared at eradicating illiteracy in the Region by the Year 2000 has been formulated was dictated by a variety of factors. Some of these factors are broadly:-

(a) the need for countries in the Region to come to terms with the growing incidence of illiteracy in the respective territories;

(b) the general acceptance that there are elements of commonality in the problems, needs and strenghs of all the countries in the Region;

(c) the assumption that general guidlines for the development and implementation of an Adult Literacy Programme can be tailored to fit the specific needs of individual countries; and

(d) the need to provide the countries of the Region with technical support, to be provided by those countries which have found some measure of success in Adult Education Programmes already in place.

The United Nations Educational Scientific and Cultural Organization (UNESCO) in providing support for the holding of the Regional Conference, underscored the need for a Plan of Action that would provide the governments in the Caribbean with specific recommendations for the development of literacy programmes in the individual countries. Such programmes would be expected to address considerations as the training of teachers; the overall organization and implementation of the National programmes; the role of volunteers; the production of materials; the use of the media, and the role of the private sector.

../2

While accepting that a commonality exists between all the countries of the Region, by virtue of our closely linked cultures, histories, political and economic similarities, and general way of life, the recommendations contained within this Draft Plan of Action acknowledge that strategies proposed must, necessarily, be tailored to suit the specific needs of each country, as dictated by the varying levels of development across the Caribbean.

MISSION STATEMENT

The International Literacy Year Mandate of "LITERACY FOR ALL BY THE YEAR 2000", was adopted by the Conference, and the Mission Statement arrived at is as follows:-

> "To arrive at a common definition of Functional literacy, and utilise all available resources to ensure that functional literacy for all persons in the Region is achieved by the year 2000, as proposed by the United Nations."

DEFINITON OF FUNCTIONAL LITERACY

In order to arrive at a definition for "Functional Literacy," the participants in the Regional Conference examined all the various definitions proposed by educators both regionally and internationally, as well as the considerations of the need of the people and the societal demands of the Region.

The substantive definition of Functional Literacy as proposed by the Conference, therefore, is:-

> "The ability to read, write and compute at a level at which the individual should be able to function effectively in his/her environment, and meet his/her personal and societal needs -

../3

and which level is equated in the Region to a minimal Grade Four level in the formal system."

RESEARCH

In formulating any Plan of Action, an analysis must be made of the needs of the persons for whom the Programme is intended, the resources immediately available, and the available support for such a programme at the political level.

The Conference participants agreed that there remains a critical need for scientifically administered surveys to establish the size and nature of the problem, and the resources immediately available to provide solutions. Initial and on-going research would reveal:-

(a) existing literacy/illiteracy levels;
(b) whether there is need for a Literacy Programme;
(c) infrastructure and resources (human, monetary,etc.) available;
(d) actual case histories;
(e) profiles of persons needing Literacy Programme;
(f) continuous evaluation of the Literacy Programme.

Evaluation of Literacy Programmes, it was agreed, would be conducted at local and national levels, with this data fed into the Regional Data Bank, which could then provide feedback on the overall literacy condition of the Region.

(See papers presented at Regional Conference, Kingston, Jamaica, December 2 - 7, 1990, for additional areas of research proposed by the Conference Participants.)

PUBLIC AWARENESS

The participants in the Conference emphasized the need for an organized programme of Public Awareness, aimed at informing the general population about the Adult Education Programme; sensitising people to the issues surrounding illiteracy; and providing the support of the general population in starting and maintaining the programme.

Certain groups of persons would be specifically targeted in order to ensure that the programme has the impact it is intended to have. These are:-

- persons needing literacy skills;
- church groups; social clubs; trade unions; political groups; teachers; bankers; singers/disc jockeys; persons in the field of entertainment.

A package of materials to sensitise people about the importance of a sustained Adult Education Programme could be compiled at the Regional level and distributed across the Caribbean. Every effort should be made to utilise all available media to reinforce the message at all levels.

ORGANIZATIONAL STRUCTURE

For a Literacy Programme to be successful, it is necessary that there is an organized body set up for the express purpose of Administration, providing adequate supervision for staff, whether full-time, part-time, or voluntary. In cases where such an organization already exists in the Region, those countries desirous of setting up similar programme could benefit from the case histories of their counterparts.

It was also the general view of the Conference that there is need for a Regional Board of Administration, comprising representatives from each country, and which body would facilitate the easy flow of information throughout the Region. The Regional Board could, perhaps, be linked to CARICOM in order to maximise the use of existing resources.

A Regional Board/Committee would have overall responsibility for implementation of the Regional Plan of Action, and could consist of representatives from:-

(a) CARICOM - Education Desk
(b) University of the West Indies
(c) Caribbean Publishing and Broadcasting Association
(d) The Organization of Eastern Caribbean States (OECS)
(e) The Caribbean Council on Adult Education (CARCAE)
(f) JAMAL Foundation
(g) A number of Regional Literacy Experts

Ideally, a Literacy Programme should have the status to make it an integral part of the National Development Plans of the country. A clear-cut policy of participation by the various Government Ministries could provide invaluable assistance in the successful formulation of the actual policy.

In short, the Conference participants agreed that the following five main links are needed for ensuring that the Literacy Programme is properly administered:-

(a) Government - to decide on policies;
(b) Literacy Experts - to plan and organize the programme as per Structure, Design, Evaluation, etc.;

../6

(c) An Administrative Body - working in conjunction with field workers to implement, supervise and monitor the progress of the programme;

(d) Persons needing literacy skills;

(e) Facilitators;

TRAINING

It was reiterated throughout the Conference that there is a critical need for the setting up of properly administered training programmes throughout the Region. Participants proposed that training programme should be set up not only at national, but also at a Regional level. It was generally agreed that there was no need for countries to "re-invent the wheel," as there are existing programmes in countries within the Caribbean, from which the Region, on a whole, could acquire invaluable data. The information already culled by these countries out of the actual experience of setting up national training programmes could be used as a basis for development in other parts of the Region.

Participants also proposed that a Regional Training Programme set up with a view to developing a cadre of highly trained Adult Educators within the Region, in order to provide a standardized approach to Adult Education. Governments should be encouraged to view Adult Education as being of vital importance, and to put structures and systems in place to facilitate the implementation of programmes geared towards "LITERACY FOR ALL BY THE YEAR 2000." A training programme is of paramount importance to the development of National Literacy Programme.

In developing a Training Programme, consideration must be given to the following areas:-

(a) Training of Research Personnel
(b) Training of Planners/Administrators/Co-ordinators
(c) Training of Facilitators, Field Officers, Trainers
(d) Training of Technical Support Personnel such as Writers, Editors, Producers
(e) Training of Community-based Resource Personnel
(f) Training of Management Personnel, etc.

Ideally, Adult Education modules should be integrated into the curriculum at tertiary training institutions, including Teachers' Colleges and the University of the West Indies. An effort should be made to identify the various methodologies which can be used. Participatory-type methodologies should be looked at with a view to using them in the training process.

Broad modules for adults should be set up on a regional basis, and modified to the specific needs of countries, according to their various levels of development.

Teachers at the primary level of education should be properly trained to provide accurate records of their students' performance throughout primary school, in order to facilitate correct streaming and to alert teachers at each level to the need for remedial action. Additionally, teachers at the secondary level should be provided with a diagnostic test to assess students' abilities and aptitudes at the onset of their secondary schooling. This would ensure appropriate follow-up action.

Great emphasis was placed on the need for training at both the local and the regional levels.

INFRASTRUCTURE

It is necessary that a framework is provided for the development and implementation of the Literacy and Adult Education Programme, in order to ensure that adequate provision is made on the following areas:-

Data Bank

It was agreed that there is need for a Data Bank of Literacy materials classified by reading and other learning levels, and that the various subject contents of all graded materials should be immediately practical for all adult learners. It was felt that the sharing of these materials could be a basis for meaningful co-operation for all the countries. (See "Planning a Literacy Programme" - Joyce Robinson, 1990)

Methodology

Methods used for teaching adult learners, as well as the facilitators of Adult Education classes have been developed, tested, and successfully applied in the Region with the help of UNESCO. (See "The Methodology of the JAMAL Foundation"- Miriam Moulton Campbell, 1990.) These methods would be incorporated in a document circulated regionally to ensure parity across the Caribbean.

Accommodation

This should include the physical plant for administrative accommodation, as well as that for the holding of classes, bearing in mind that every effort should be made to maximise available resources. Classroom space for students should provide an atmosphere conducive to learning, seating should be adequate, and teaching aids should reflect suitability for the learners.

BUDGETARY CONSIDERATIONS

The reality of the Caribbean situation is that adequate funding is not immediately available to maintain Literacy Programmes. It is imperative that the financial sources for establishing and maintaining the Programme be decided upon from the early planning stages. Some broad areas of consideration for financial provision are:-

(a) Feasibility studies
(b) Experts (in research, training, book production, etc.)
(c) Literacy Surveys (initial and on-going)
(d) Recurrent expenditures
(e) Motivational Programmes
(f) Preparation of a projected costing for the implementation of the overall plan (short, medium and long-term)
(g) Training of Facilitators, Organizers, Administrators
(h) Production of training materials; Reading, writing and computation materials
(i) Emoluments, Incentives and Infrastructure
(j) Advertising, etc.

A fund-raising Department should be established at the National and local levels, with full-time functions to negotiate and obtain contributions for financing Programme.

Funding for on-going, scientifically sound evaluation of the Programme should be built into the budget. Information gleaned about individual countries should be submitted to a Regional Board, which should then evaluate the progress of the Programme on a regional scale.

../10

MOTIVATIONAL AND RECRUITMENT

Motivational Programmes should be designed to meet the specific needs of each sector. Similarly, strategies employed to recruit learners and facilitators should be tailored to fit the specific needs of the country. Some of the specific areas to be considered in the development of a motivational programme are:-

(a) Success stories of graduates who have excelled because of having become literate;

(b) Recruitment of potential learners who need the programme;

(c) Recruitment and training of Voluntary Facilitators;

(d) Incentives to keep learners in classes until graduation;

(e) Incentives to encourage graduates to continue their education;

(f) Incentives to encourage voluntary facilitators to attend classes regularly;

(g) Sensitization of the Political Directorate at central and local levels;

(h) Sensitization of Teachers and Administrators in the formal educational system;

(i) Mobilization of Housewives, Retired persons, Ministers of Religion, Key persons in Industry and Commerce, and Civil Servants;

(j) Appeals to Service Clubs, Social Clubs; etc;

(k) Appeals to parents to PREVENT illiteracy by ensuring the regular attendance of their children at the Primary Schools.

The Conference participants agreed that the linking of a Skills Training Programme to the Adult Education and Literacy Programme could serve as an invaluable aid to the recruitment and retention of learners. This, ultimately, could be a major force in ensuring the realization of Regional goals as regards the mandate of "LITERACY FOR ALL BY THE YEAR 2000."

"Self-help" Projects could also be set up, thus affording trainees to achieve some measure of economic and/or intrinsic success, and where necessary, to raise their standard of living.

MOBILIZATION OF INTERESTS

In order to facilitate the promulgation of Regional co-operation, it was proposed by the Conference participants that there be a pooling of resources, assessment of which would indicate areas of strength, as well as areas of weakness.

Participants were of the view that the expertise of Caribbean resource persons should be recognized and utilized instead of importing help from outside of the Region unless absolutely necessary.

The Regional Board proposed would retain a record of resources, and this could be made available to countries for developing their programmes.

SITUATIONAL ANALYSIS

In support of the theme "**LITERACY IN THE REGION - STRATEGIES FOR THE '90s**" the Conference proposed that the Governments of the Region accept that there are overall areas of strengths and weaknesses pertinent to all the countries. Therefore, a general strategy should be put in place to effectively harness and maximise existing strengths, as well as reduce or eliminate weaknesses. This strategy should, of course, be adapted to specific situational needs.

It was agreed that some common areas of strength are:-

(a) A growing awareness Region-wide that there is a problem as far as literacy is concerned;

(b) By and large, the formal language used is common to the Region;

(c) There are case histories of successfully implemented literacy programmes in the Region;

(d) There is a growing cadre of professionally trained persons and institutions right here in the Caribbean;

(e) Accommodation is readily available to facilitate exchanges;

(f) Funding is available, to some extent, from International Funding Agencies;

(g) JAMAL Foundation has a printery that can accommodate the book production needs of the Region.

Some easily recognized weaknesses common to the Region are:-

(a) A large number of governments with differing political ideologies within a relatively small geographical area;

(b) Limited financial resources;

(c) The problem of training, leading learners to speak and write in an idiom which, in many cases, is completely different to that of their mother tongue. e.g:-

Papiamento to Dutch

Creole to French

Patois to English

(d) Distance between some islands causing the costs of visits by air or sea to be prohibitive.

EVALUATION

Conference participants agreed that the progress of Adult Literacy in the Caribbean as a Region, as well as at National levels needs to be evaluated on a consistent basis. Provision should, therefore, be made by each Government, to develop relevant measurement tools in consultation with chief administrators and the field officers in order to ensure qualitatively and quantitatively the progress of the Literacy Programme at both the National and Regional levels.

CONCLUSION

Each territory is expected to develop its own territorial Action Plan, including a schedule of costs, using the Draft Plan of Action as a guide.

APPENDIX I

RESOLUTION

"Whereas Government must give financial and moral support to the development of Adult Literacy in the Region; and

Whereas there is the need for a Regional Co-ordinating body in the CARICOM Secretariat to promote Adult Literacy:

Be it resolved that Regional meetings be held annually in any participating territory for review and evaluation of our progress as we aim to achieve "Literacy for all by the Year 2000;" and

Be it further resolved that maximum use be made of the available resources in the Region, by way of the interchange of Literacy facilitators, and training for the production of reading, computation and other support materials; and

Be it further resolved that in the interim, the JAMAL Foundation be mandated to undertake to complete, within six (6) months of the date of the Conference, a Register of persons in the Caribbean with specialized skills for the furtherance and implementation of Adult Literacy Programmes in the Region, and that JAMAL also be mandated to circulate this Register in the Caribbean."

LIST OF PARTICIPANTS

1. Mr. Maxmillan Arvelo
   Director
   National Literacy Programme
   Haiti

2. Miss Christobel Ashton
   Adult Education Field Officer
   St. Vincent & the Grenadines

3. Miss Norma Baichoo
   Ministry of Education
   Guyana

4. Miss Mable Beacher
   Parish Officer - JAMAL
   St. Catherine, Jamaica

5. Mrs. Averline Beckford
   Parish Officer - JAMAL
   St. Thomas, Jamaica

6. Mr. Eugan Black
   Parish Officer - JAMAL
   Portland, Jamaica

7. Mr. Anthony Blake
   Adult Education Officer
   St. Kitts

8. Miss Meta Bogle
   Department of Education
   University of the West Indies
   Kingston, Jamaica

9. Mrs. Cynthia Bonner
   Vice-Chairman, JAMAL Board of Directors and
   Literacy Ambassador
   Kingston, Jamaica

10. Mr. George Brown
Secretary-General
National Commission for UNESCO
Antigua

11. Miss Joyce Brown
Volunteer Teacher
St. Catherine, Jamaica

12. Miss Nadine Campbell
JAMAL Student
Jamaica

13. Mr. Andrew Carbon
Zone Officer
Dominica

14. Miss Cyrene Cargill
Volunteer Teacher
St. Catherine, Jamaica

15. Miss Gloria Clarke
Jamaica Library Service
2 Tom Redcam Drive
Kingston, Jamaica

16. Mr. Simon Clarke
UNESCO's Sub-Regional Education Adviser and
Chairman, International Literacy Year
Kingston, Jamaica

17. Mr. Ivor Conolly
Former Supervisor
Materials Production Unit
JAMAL Foundation
Kingston, Jamaica

18. Ms. Jackie Cousins
Ministry of Education
Kingston, Jamaica

19. Ms. Jennifer Dalley
Jamaica Library Service
Kingston, Jamaica

20. Miss Jennifer Edgar
Ministry of Education
St. Lucia

21. Revd. Webster Edwards
Board Member, JAMAL
Kingston, Jamaica

22. Dr. Particia Ellis
Member
CARICOM Education Task Force
Barbados

23. Mr. Douglas Folkes
Board Member, JAMAL
Kingston, Jamaica

24. Mr. Kenneth Garrick
Port Authority
Kingston, Jamaica

25. Ms. Tracy Green
JAMAL Student
Jamaica

26. Ms. Pamella Greenland
Kingston, Jamaica

27. Mrs. Doreen Hill
Skills Development Officer
JAMAL Headquarters
Kingston, Jamaica

28. Mr. Shirleyroy Jackson
Parish Officer, JAMAL
St. Ann, Jamaica

29. Mr. Jaime Jansen
Curacao, Netherlands Antilles

30. Mrs. Albertine Jefferson
University of the West Indies, Library
Kingston, Jamaica

31. Mrs. Theodore Joseph
Adult Education Officer
Dominica

32. Mr. Leroy Kerr
Parish Officer, JAMAL
Clarendon, Jamaica

33. Mr. Lascelles Lewis
Chairman, JAMAL Board of Directors and
Literacy Ambassador
Kingston, Jamaica

34. Dr. Hyacinth McDowall
Ministry of Education
Trinidad & Tobago

35. Miss Sandra McIntosh
Rapporteur
Kingston, Jamaica

36. Mr. Donald McPherson
JAMAL Student
Jamaica

37. Mr. Martin Mendez
Parish Co-ordinator
Literacy Programme, Guyana

38. Ms. Annelies Merkx
UNESCO
Kingston, Jamaica

39. Professor Errol Miller
Faculty of Education
University of the West Indies
Kingston, Jamaica

40. Mrs. Miriam Moulton-Campbell
Assistant Director, Technical Services
JAMAL Headquarters
Kingston, Jamaica

41. Mrs. Vivien Morris-Brown
Parish Officer - JAMAL
Manchester, Jamaica

42. Mr. Winthrop Mungo
Parish Officer - JAMAL
Westmoreland, Jamaica

43. Mr. Donald Padmore
Secretary
International Literacy Year Committee
Barbados

44. Mr. Festus Richards
Chairman, Kingston/St. Andrew JAMAL Parish Committee
Kingston, Jamaica

45. Mrs. Amy Robertson
Librarian/Documentalist
Faculty of Education
University of the West Indies
Kingston, Jamaica

46. Mrs. Desna Robinson
Deputy Director, JAMAL
Kingston, Jamaica

47. Dr. The Hon. Joyce Robinson
Former Executive Director JAMAL and
Managing Director, H.E.A.R.T. Trust
Kingston, Jamaica

48. Mr. Michael Rudder
CARCAE Representative
Barbados

49. Miss Delores Samuels
Parish Officer - JAMAL
Hanover, Jamaica

50. Mr. John Senior
Regional Co-ordinator, JAMAL
St. Mary, Jamaica

51. Mrs. Rita Taylor
Parish Officer - JAMAL
Kingston, Jamaica

52. Miss Leila Thomas, C.D.
Executive Director, JAMAL and
Co-ordinator, ILY Activities
Kingston, Jamaica

53. Miss Sylvia Thomas
Secretary-General
Jamaica National Commission for UNESCO
Kingston, Jamaica

54. Mrs. Velma Walker
Parish Officer - JAMAL
St. Mary, Jamaica

55. Dr. Neville Ying
Vice-President, I.C.D. Group of Companies and
Chairman, ILY Programme Committee

56. Mrs. Ruth Zefrin
Teacher
Curacao, Netherlands Antilles